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ABSTRACT

No organization or country can rise above the dynamics and/or quality of its leaders. Whether they be negative or positive in vision, self promotional or other fulfilled, effective leaders are effective people regardless of the outcome they have in mind for those whom they lead or for those who choose to support them. Following an examination of leadership characteristics, as presented through literary works, articles on leadership, videos, public speakers, skits, and other in-class cooperative group activities, plus a historical examination of leadership in Mexico through applicable focus on the country's past and present leaders (political, educational, sociological, humanitarian, and artistic), this curriculum project seeks to nurture understanding and offer substantive predictability relevant to the success of Mexico's move toward democracy and economic sustainable development. Students research selected Mexican nationals to access data required to complete the attached lessons that are designed to analyze, then evaluate the imminence of Mexico's heroes, leaders, and legends, and their contribution to the country's prominence. The project poses 10 questions about ethical leadership; identifies standards; gives instructional objectives; lists eight references; notes materials needed; cites educational objectives; and suggests assignment activities. (BT)

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PROJECT TITLE:

Mexico: Legacies of Leadership
Legends and Heroes

No one would have doubted his ability to reign had he never been emperor.

Publius Cornelius Tacitus

SUMMARY:

Great leaders are manifested in many forms. In one context, sound leadership can be validated subjectively. Its existence is evident but difficult to define. Often, those who find themselves in leadership positions are there reluctantly and cannot explain what it is about their personal equation that attracts followers to them. Then, there are those who seek position and the power that accompanies. Whatever the purview, successful leaders are not only highly driven and intrinsically motivated but have the capacity to nurture that same motivation in others. No organization or country can rise above the dynamics and/or quality of its leaders. Whether they be negative or positive in vision, self promotional or others fulfilled, effective leaders are effective people regardless of the outcome they have in mind for those they lead or for those who choose to support them. Following an examination of leadership characteristics as presented through literary works, articles on leadership, videos, public speakers, skits, and other in class cooperative group activities, an historical examination of leadership in Mexico through applicable focus on the country's past and present leaders albeit political, educational, sociological, humanitarian, or artistically vocal, will nurture understanding as well as offer substantive predictability relevant to the success of Mexico's move toward democracy and economic sustainable development.

Research on the following Mexican nationals, listed according to their home states, will provide the data required to fulfill the attached lessons designed to analyze, then evaluate the imminence of Mexico's heroes, leaders, and legends and their contribution to a country whose rich heritage is the result of their commitment to personal decisions made in effort to effect an historical difference when choosing how to live their lives. In an attempt to develop leadership talent among youth, the importance of studying great leaders throughout the world, is underscored within the framework of this project. Though best to travel "there" to witness tangible impact, in lieu of such dream, a sense of their vision can be experienced in the classroom through research and the activities that follow.

Coahuila: Francisco Indalecio Madero, Venustiano Carranza, General Ignacio Zaragoza, Manuel Acuna, E. Carranza

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Zcatecas:	Jesus Gonzalez Ortega, Manuel M. Pnce, Ramon Lopez Velarde, Miguel Auza

Grade Level: Middle School Grades 6-8

Essential Questions/Queries:

The following list of ten characteristics is a probable guide for ethical leadership (Ten Leadership Characteristics, Cox).

1. Does/Did the individual reflect a high standard of personal ethics?
2. Does/Did the individual demonstrate high energy?
3. Does/Did the individual show ability to work priorities equitably with setting priorities?
4. Does/Did the person show willingness to take risks and accept responsibility for the outcome? Courage?
5. Is/Was the individual committed/dedicated to his/her aspirations or goals?
6. Does/Did the leader in question demonstrate an urge to create, innovate, and shape tomorrow rather than repeat yesterday?
7. Does/Did the leader have the goal orientation to make tough decisions?
8. Does/Did the individual inspire enthusiasm in his/her people?

9. Does/Did the individual respond to problems realistically and with level-headedness rather than simply react? Cool under pressure?
10. Does/Did the individual help others to succeed?

Standards:

1. Individuals form their cultural identity through an understanding and appreciation of the beliefs and customs of other civilizations.
2. Individuals explore and express their developing sense of ethics and values by realizing that leaders and heroes reflect the time and place in which they live.

Objectives:

1. Middle school students will compare/contrast early and modern Mexican heroes in class discussions, written assignments, and classroom projects.
2. Middle school students will analyze and apply to short stories, poems, skits, and other such visuals, the recurrent pattern of the superhero who embarks on a quest, battles evils, is threatened and tested, struggles, and ultimately wins, thus leaving his/her legacy for future reflection.
3. Middle school students will be able to predict and create such heroes as appropriate for the future of Mexico.

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Activities:

MEET THAT MEXICANO!

Activity One

Objectives

- *To examine leadership characteristics shared by individuals who have achieved prominence in Mexico's history.
- *To learn about famous Mexican leaders and their legacies.
- *To learn informative writing skills to share facts and ideas.
- *To practice research skills by using outside sources to locate information.
- *To create knowledge by using divergent thinking skills.

Materials

8 1/2" x 11" white paper OR 5" x 7" white index cards
reference materials on the states of Mexico
reference materials to include Internet access on famous Mexicans whose leadership
historical legacies
available art materials

Assignment

- Step 1** Choose a person of historical prominence in Mexico from the lists provided above. If a Mexican state of interest to you is not provided, choose another to research.
- Step 2** Research your chosen subject. Look for information which addresses the following: **WHO, WHAT, WHEN, WHERE, WHY, AND HOW.**
- Step 3** In your own words, write a 250-300 word essay about the subject. Focus on that individual's leadership characteristics which led to his/her prominence, contribution, or notoriety.
- Step 4** **Design** a stamp (see example) to recognize the subject. Use any available medium: colored pencils, chalk, oils, original drawings, clip art, computer graphics, etc.
- Step 5** Copy/type/computer generate the essay on an index card or suitable piece of white paper and attach it to the stamp design for display. Place your **signature** at the bottom of the card or paper.



ESSAY CARD

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Evaluation

MEET THE MEXICANO

(35)_____ RESEARCH

_____Who

_____What

_____When

_____Where

_____Why

_____How

_____Length

_____Adequate

_____Too Long

_____Too Brief

(30)_____ DESIGN

_____Synthesis (creativity)

_____Reflects research

_____Idea development (paraphrasing)

_____Medium/Color

(25)_____ MECHANICS

_____Punctuation

_____Sentences

_____Spelling

(10)_____ OVERALL EFFORT

TOTAL (100)

SCORE_____GRADE_____

COMMENTS:

Activity Two

MEET THAT MEXICANO PRESENTATION

ASSIGNMENT:

In addition to sharing the information on **MeetThat Mexicano**, Activity One, you must prepare and present the following:

1. Create a decorated nameplate for the Mexicano commemorated.
2. Bring in three props that represent the Mexicano commemorated.
3. Bring in a tape/CD of or the lyrics to a theme song that reflects the individual's style of leadership and/or character as interpreted through your research.
4. Create and wear a costume that represents your Mexican hero/heroine.
5. Create a pose to represent your Mexican hero/heroine. You will be photographed with your stamp project!

Evaluation

(25)___	Research	
(5)___	Name Plate	
(5)___	Props	
(5)___	CD/tape/lyrics	
(15)___	Costume	
(5)___	Pose	
(15)___	Effort (neatness, mechanics)	
(75)___	Percentage___	Grade___

COMMENTS:

Activity Three (Optional)

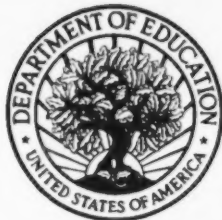
This activity is an extension of **Activity One**. As follow up and to continue furthering divergent thinking through the use of Bloom's Taxonomy, a student self analysis of leadership characteristics can be presented.

1. **Recall** Describe yourself physically, emotionally, socially.
2. **Application** List those physical and intellectual character traits you share with the individual commemorated in **Activity One**.
3. **Analysis** Determine which of those traits listed above are strengths and which are weaknesses in regard to leadership characteristics.
4. **Synthesis** With yourself as the focal subject, create a commemorative stamp similar to that in **Activity One**. The **application** of the **knowledge** and insight gained in regard to your self **analysis** as compared with your study of a selected leader should be sufficient to conduct an **evaluation** of your potential leadership ability. If not, begin your self study again.
5. **Evaluation** **Predict your leadership ability.** Based upon your self analysis, what leadership skills do you possess that should be developed and utilized for the betterment of your community, country, and your future? What strengths must you continue to nurture? What weaknesses must you note, work toward eliminating, and turn into strengths?

How would your state/country's history have been altered had the leader/hero/heroine you researched not recognized/developed those personality traits which led to his/her prominence/notoriety?

Note: A modified evaluation form similar to that used in Activity One, to include Bloom's Taxonomy and a point adjustment, is suggested.

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2002 Fulbright-Hays Seminars Abroad Program
Mexico Seminar



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